

# Read to Write

# Monday - Reading Skills Lesson

- ▶ Words of the Week: choose 3 words that will be applicable to the unit and that feature in the WAGOLL.
- ▶ Introduce a stimulus to the children (video, image, text).
  - ▶ See the folder in Schooldocs>2016-17>English>ReadtoWrite for a range of resources
- ▶ Immerse the children in the stimulus and teach reading skills from this.
  - ▶ The activities used should have a clear skills focus - LI.
    - ▶ Eg - Missing parts of a front cover  
AF4 -Predictions.  
Children use the clues on the front cover to make informed predictions.
    - The Zone of Relevance  
Af3 Structure and Language and AF5 Language for Effect  
Children analyse the vocabulary which could be used to describe a character and why certain words are more appropriate than others.
- ▶ Share the piece of writing that children will produce that week.

# Tuesday - Grammar Focus

- ▶ Teach one new grammar skill.
- ▶ Use the WAGOLL to show these skills in context.
- ▶ Give children a chance to practise these skills within the context of the writing.
- ▶ Superstar Sentences (KS2)
- ▶ Oral rehearsal (KS1)
- ▶ Examples

# Wednesday - Grammar Focus

- ▶ Examine the WAGOLL (What A Good One Looks Like) together.
- ▶ Discuss the effectiveness of the WAGOLL in relation to its purpose.
- ▶ There is chance for further grammar and composition work here as children may uplevel a WABOLL or have a go at magpie-ing/adapting parts of the WAGOLL.
- ▶ Superstar Sentences (KS2)
- ▶ Oral rehearsal (KS1)
- ▶ Examples

# Thursday - Plan and Draft

- ▶ Plan the writing together. This might be a whole piece or it might be a continuation of the WAGOLL.
  - ▶ May include planning such as story mapping and boxing up.
- ▶ Children then draft a paragraph (not necessarily the opening). This could be done independently, as a pair/group, shared or guided.
- ▶ Feedback should be given on this paragraph, either verbal or written. This can be very detailed if needed.

# Friday - Exciting Writing

- ▶ Children respond to the teacher's feedback for the paragraph they have already written and write in their 'Exciting Writing' books.
- ▶ During the lesson, teachers may give children verbal feedback on their writing.
- ▶ Children should be encouraged to use resources in the classroom to support their writing.
- ▶ In KS1 a title should be given to the children indicating the key skills they need to include in their writing.
- ▶ In KS2 children should use success criteria grids to assess their own writing and edit as needed. This could also be done with a peer.

# Friday - Exciting Writing

- ▶ Children should be encouraged to use a range of resources to help them with their exciting writing.
- ▶ Resources to be used:
  - ▶ Word banks
  - ▶ Images
  - ▶ Superstar Vocab booklets
  - ▶ Prompts on the working wall
  - ▶ Dictionaries
  - ▶ Thesauruses
- ▶ Teachers/Teaching Assistants should give general verbal feedback during the writing to support and encourage children to produce their best work.
- ▶ Some children may need to orally rehearse their sentence with an adult before writing it down.

# Marking and Feedback

## KS1

- ▶ Exciting Writing is marked following Friday's lesson.
- ▶ Highlighting to be used to show children **what they have done well** and **what they need to do to improve their work**.
- ▶ **Blue - Brilliant Blue**
- ▶ **Pink - Think Pink**
- ▶ Children will edit the highlighted areas in green pen during the next week. This may need to be with an adult.
- ▶ Ticks and wishes should be given at the end of the writing.
- ▶ Update assessment grids regularly. This may be more easily managed if completed on a weekly basis.

# Marking and Feedback

- ▶ KS2
- ▶ Children should be encouraged to edit as part of the Exciting Writing lesson using their success criteria grids.
- ▶ Mark the Exciting Writing in depth to show **what they have done well** and **what they need to do to improve their work**.
- ▶ **Blue - Brilliant Blue**
- ▶ **Pink - Think Pink**
- ▶ Children need to look at this feedback BEFORE the next extended piece and act upon the wish in this piece. Teachers then need to mark against this criteria in the next piece.
- ▶ Children should not edit the work after the teacher has marked it. They may correct and practise spellings at the bottom in green pen. This can then be used for assessment and progress should be visible in books over time.

# Class reader

- ▶ Even though the new strategy is not based around a class novel, teachers should still share a class book at the end of every day.

# Celebrating your books!

- ▶ Share your books and discuss how you have been implementing the Read to Write strategy.